The Merrill-Palmer Quarterly

Established to further the objectives of the Merrill-Palmer School by presenting material relative to the concerted efforts of numerous professional disciplines toward the advancement of knowledge in the many areas of family living.

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Manuscripts consonant with the objectives of the MERRILL-PALMER QUARTERLY may be submitted for possible publication consideration, should be typed, double- or triple-spaced, upon good, white paper. The original should be submitted. References should be arranged in alphabetical order or in the sequence in which they are referred to in text and typed in numerical order on separate sheets; corresponding numbers should be properly located in the text. Footnotes and text designations of them should be clearly indicated. Illustrations should show on the margin (on the back of photographs) the name of the author and an abbreviated title of the paper, as well as identification for insertion in text. Photographs should be glossy prints, unmounted.

Publication Policy

THE MERRILL-PALMER QUARTERLY is charged with assisting in integrating with increasing effectiveness the professional efforts of individuals trained in various disciplines concerned with areas of human development and interpersonal relations. To accomplish this the QUARTERLY must be inter- or multidisciplinary in approach. Any article may be entirely the product of a single discipline. By associating several papers, the periodical will achieve the desired balance.

In planning a periodical for The Merrill-Palmer School several types of suitable material for publication were foreseen in addition to articles presenting the results of planned research and those of theoretical and methodological importance. Among these are reports and announcements concerning programs, techniques, facilities, equipment; editorials; critical reviews; reports of conferences, seminars; lectures; book reviews and abstracts; and, communications of broad instructive interest.

To accomplish the objectives set forth and provide for publication of appropriate material the Editorial Board established the format followed in this issue: contents page, editorial page, a major section of professional papers, a section for reports of projects and a section for communications. Articles submitted for publication in THE MERRILL-PALMER QUARTERLY will be read by members of the Editorial Board and accepted on the basis of professional value and suitability with respect to the objectives of the QUARTERLY. Submission of papers is not restricted to staff members or associates of the School. The material included in the two general sections will be selected with the criterion of broadest possible interest to QUARTERLY readers. The Editorial Board will welcome suggestions and comments.

Manuscripts submitted to THE MERRILL-PALMER QUARTERLY will be acknowledged immediately upon receipt. Authors submitting manuscripts for consideration will be sent within one month written notices of acceptance or recommendation for revision or submission to another journal.

The Editorial Board

PERSISTENCE AND CHANGE IN PERSONALITY FROM CHILDHOOD TO ADULTHOOD

I. ASCENDANCE-SUBMISSION IN NURSERY SCHOOL CHILDREN *

SITA RAM JAYASWAL AND LELAND H. STOTT

The persistence of, and change in personality qualities and behavioral tendencies as the individual grows to adulthood long has been a topic of considerable interest. The Freudians have attached great importance to the role of early childhood experiences in setting personality patterns that persist throughout life. Similarly, the behaviorists have emphasized that "we carry over many organized habit systems from our infancy and early youth into our adult life." [14] A child who has been able, by crying or going into a tantrum, to get attention from his parents or other persons significantly related to him will tend, according to these writers, to continue this kind of behavior, perhaps modified, into later life. Thus, such "recent formulations of the proverb, 'as the twig is bent, so the tree inclines,' are no doubt sufficiently correct to call the attention of research workers." [12]

The available literature concerning persistence or change in personality indicates that there is no single answer. Whether, or to what extent a particular tendency in a given individual is likely to persist obviouly depends upon such factors as the nature of the tendency, its strength in the individual, and environmental influences. The general problem, therefore, calls for a varied approach focusing upon one trait at a time. Controlled group studies with detailed case histories appeared likely to be a fruitful approach.

Nature of Ascendance-Submission (A-S). Its importance in interpersonal relationships indicated selection of the personality variable, "dominance-submission" for the investigation. Dominance-submission has been viewed differently by different writers but the majority have

* This paper is based on a dissertation by Sita Ram Jayaswal, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the University of Michigan, June, 1954. The Chairman of the Doctoral Committee was Professor William C. Trow of the University of Michigan. The research was conducted at the Merrill-Palmer School under the direct supervision of Leland H. Stott, Ph.D., who served as Co-Chairman of the Doctoral Committee.

regarded the trait as one which is persistent in nature. Gordon Allport,[3] for example, stated that any single instance of dominant or submissive behavior may not be a dissociated and chance reaction, but may serve as an index to an "abiding trait" related to the general trend of the individual's behavior. Thus, Allport regards this trait as one that might be expected to persist throughout the life of the individual.

A similar view was expressed by Floyd H. Allport[2] who said social behavior is a ". . . succession of conflicts and readjustments between individuals." Under such circumstances each individual tries ". . . to carry his point in the encounter." In such an encounter, he stated: ". . . there stands revealed one of the fundamental traits of personality. One is likely to become master: his impulse dominates. The other yields and adjusts his behavior to the control of the first. The former personality we may call ascendant—the latter, submissive." Further, Floyd Allport expresses the view that the origin of ascendant (dominant) or submissive behavior lies far back in the childhood and the genetic background of the individual.

Burgess and Locke[5] described personality characteristics in terms of the dichotomy "psychogenic" and "sociogenic." They consider ascendance and submission to be "psychogenic" traits and that psychogenic traits develop in the interpersonal relations of the family. They arise more or less spontaneously in the social interactions of the child with parents and brothers and sisters. With respect to persistence of such psychogenic traits as dominance and submission, they observed: "The theory of psychogenic reaction patterns assumes that once fixed they are not subject to any great modification. In general, they tend to evolve according to the trends set up in early infancy. If they can be changed significantly it is probably only in the period in which they are being formed: that is, in the early months and years of life." To illustrate, they gave the example of St. Paul, pointing out that the dramatic changes in his personality were of "sociogenic" nature only. His psychogenic traits remained the same, "for in his new role he was the same dominating, self-confident, optimistic personality as of old." Thus, these authors also regard A-S as a persistent trait even though they attribute its origin and development to environment.

Other authors, although they place full emphasis upon the quality of the parent-child relationship, are inclined to give more weight to the larger cultural factor. In Western culture striving for power is applauded and nurtured during the period of socialization but in some cultures such striving for power may be discouraged. In such situations a tendency to dominate would be of little use.

An individual also can employ submissiveness as a means of feel-

ing secure but as Horney [6] pointed out, the cultural factor still is important: ". . . submissiveness can be roughly divided according to whether or not it concerns definite persons or institutions. There is such a definite focus, for example, in submission to standardized traditional views, to the rites of some religion or to the demands of some powerful person. To obey these rules or comply with these demands will be the determining motive of all behavior."

Considering these cultural compliances by the individual, Horney believes that, in general, as well as in particular forms of submissiveness, the motto appears to be: "If I give in, I shall not be hurt." Similarly, the dominant individual in attempting to protect himself has the motto: "If I have the power no one can hurt me." In this view, the basic anxiety created in the child in his early years affects his personality so that the dominant or submissive behavior he adopts for security and self-protection will continue into adulthood.

Authoritarianism. Garder Murphy,[8] A. H. Maslow,[7] T. W. Adorno [1] and others recently have given considerable attention to another aspect of dominance-submission. They point out that dominance in a child, though developed as a result of the emphasis on aggressiveness and competition in Western culture, becomes socially obnoxious when it turns into compensatory behavior trying for all power. Such dominance in a child, we are told, may well persist in his adult personality, although it may undergo qualitative change because of the greater sphere of activity and complexity of social situations in adulthood. This qualitative change in dominance may result in "authoritarianism."

Maslow [7] analyzed the authoritarian character in terms of the individual's basic needs. "The authoritarian," he wrote, "seeks power as a means to unconscious ends." The basic, ungratified needs usually involved are the needs for safety, belongingness, and love. Maslow concluded that the child whose basic needs for love and for belongingness remain ungratified is likely to become an authoritarian character in adulthood.

Adorno and co-workers studied the "authoritarian personality" in considerable detail. They, too, emphasized the importance of early childhood experiences in the development of this trait.

Thus, in the literature a distinction is drawn between the behavior continuum referred to as "ascendance (dominance)—submission" and "authoritarianism." The former describes the usual interactive system that develops whenever two or more individuals come together in a face to face relationship. Ascendant and submissive roles in varying degrees of clarity are played, often with shifts and reversals of roles from time to time. In terms of the most frequent predominant role which he plays in his social relationships in general, each individual

may be thought to occupy a point somewhere on the continuum, from an extreme tendency to be dominant to an extreme tendency to be submissive. For general effectiveness and "getting ahead in the world" a position on the "dominance" end of the scale usually is regarded as the more desirable in our culture. Authoritarianism, however, is regarded as "socially obnoxious" in our culture. This tendency is said to be compensatory in nature and to arise from an unconscious seeking for the satisfaction of basic, but ungratified needs. The resulting domineering behavior creates difficulty in interpersonal relationships. Both of these personality tendencies are generally assumed by psychologists to be persistent in nature. Each is thought to have its origin in the conditions of early childhood and thus becomes a part of the basic personality structure. Once developed the trait is assumed to be characteristic of the individual throughout his life.

The Problem of Persistence and Change. The foregoing assumptions have been the subject of a number of investigations by psychologists using different methodological procedures. Only a few studies, however, deal specifically with the question of persistence or change in A-S with age. Furthermore, in none were long-term developmental and behavioral records available and the investigators either had to limit study to a very short time span [4, 15] or were forced to rely entirely upon subjects' (or parents') memories of their early personal and behavioral history.[10, 13] Such memory accounts are subject to the distorting influence of intervening circumstances and the present pattern of personality qualities which characterizes the subject. The extent to which this distortion occurs is not known. Clearly, the need is for studies of adult personalities for whom actual behavioral data collected when they were children are available. This report presents the results of the first in a series of studies employing this approach.

Procedures

The subjects* were 56 early Merrill-Palmer Nursery School enrollees (24 boys and 32 girls) who are now adults with an average age of 26 years. None was under 20 years of age at the time of the study. All were born into middle, or upper-middle class families of metropolitan Detroit. The majority are college graduates, now settled in various parts of the country.

Assessment of Childhood A-S. When the subjects were in the nursery school the "Merrill-Palmer (M-P) Personality Rating Schedules" were in use. One of these is concerned with the child's tendency

* Addresses of 64 individuals whose records were suitable for this study were obtained from their parents. Fifty-six of these expressed interest in participating.

to be ascendant or submissive in his face-to-face relations with his peers. It consists of 48 brief statements descriptive of varying degrees of childish ascendant or submissive behavior. A "scale value" for each item has been established experimentally by the Thurstone scaling method.[9] Rating consisted simply of checking each item that in the rater's judgment was descriptive of the child's behavior. The child's score in A-S was the mean scale value of the checked items. Ratings of the whole group of children by two nursery school teachers were found to correlate to the extent of +.73.

In the present study each rating value is a composite of six or more ratings made by nursery school teachers during two to three years. In deriving these composite ratings the procedure was to select those items checked on 50 per cent or more of all the rating sheets available for a child and designate the mean value of the items as the child's rating. For example, if there were ten ascendance-submission rating sheets in the record file of the subject, the items checked on five or more of the ten sheets were considered to be reliably descriptive of that child's behavior. This procedure insured greater validity than is usually achieved with rating methods, since the scores were based entirely upon scale values for behavior items consistently observed by different raters over periods of many months. The scores, therefore, were not influenced by the inclusion of items for which there were very high, or very low scale values but which, not being truly characteristic of the child's ascendant or submissive behavior, were observed only occasionally by the raters.

For comparison, additional material was obtained by asking each subject and his parents to rate him from memory as he was when a child, using the same items composing the original A-S rating schedule. The subjects also were requested to write short autobiographies using as a guide a brief set of suggestions centered upon the guidance and discipline they had received from their parents.

Assessment of Adult A-S. The trait with which this study was concerned is the tendency in an individual to be ascendant or submissive in his peer relationships. For the subjects during their childhood such behavior was described by items in the M-P Rating Schedule but to find a measure of this trait in the adult was a problem. The items scored for "ascendance" (A) in the Guilford-Martin "Inventory of Factors GAMIN" appeared to be concerned with much the same variable. With this device, the person who finds it "easy to start a conversation with a stranger," who "stands up for his own rights when they are in danger," or, who has no "hesitation about calling down a person who does not play fair," is the ascendant person, while he who lets others "'run over you' more than you should for your own

good," or, who finds it "difficult to solicit funds even in a cause in which you are interested," is submissive. The "A" scale of the Guilford-Martin inventory was used as a measure of adult A-S.

Measurement of Authoritarianism. The F Scale of Adorno *et al.*[1] for discovering and measuring "authoritarianism" in an individual was adopted as a second measure of adult personality. The authoritarian personality is said to be preoccupied with the dominating-submitting, strong-weak, leader-follower dimensions, to identify strongly with power figures, and to make exaggerated assertions of "strength and toughness."

Results

Relationships Among the Measures of A-S. Following are the intercorrelations among the childhood measures of A-S:

	r	d*
Early M-P rating—Self rating from memory of childhood behavior	+0.28	0.08
Early M-P rating—Parents' rating from memory of childhood behavior	+0.20	0.04
Self-Rating (memory)—Parents' rating (memory)	+0.57	0.32

* Coefficient of determination.

Of the three positive correlations two were not significant. If we assume that the composites of M-P ratings made by the subjects' nursery school teachers are valid indices of the subjects' childhood behavior, the conclusion must be that neither the subjects' memory nor that of their parents, comprise a reliable source of data regarding childhood A-S in nursery school.

Interesting, also, is that the two memory ratings, done independently, were significantly correlated ($r = +.57$), indicating, of course, some tendency among parents and their adult children to share a common impression of the latter as young children. This common impression may have resulted from discussions between parents and children of "childhood days." It might also represent to a considerable extent behavior outside the nursery school—in the home or in neighborhood peer relationships—which was as truly characteristic of the child in those situations as was the behavior noted by the nursery school teachers.

Some evidence indicates that a child may behave differently, and quite consistently so, in different situations. Schuler,[11] for example, although he observed the behavior of older children, concluded that his findings seemed ". . . to indicate that different characteristic modes of behavior appear in extra- and intra-familial relationships" and that

it is impossible to predict with any degree of accuracy the behavior of a child in the home situation from his behavior in the school situation. It is possible, therefore, that though the memories of the subjects and their parents may not be relied upon as a source of data on the children's A-S in nursery school, ratings based on these memories more truly represent the subject's early behavior tendencies in his family and his larger environment than do nursery school teachers' ratings.

The nature of the relationship between adult ascendance as appraised by the factor A in the GAMIN inventory and authoritarianism as measured by the Adorno F scale was indicated by a negative correlation between the two measures which was not significant ($r = -.14$). Thus in this study GAMIN ascendance bore no statistical relationship to the personality syndrome "authoritarianism."

Persistence of Childhood A-S. The foregoing results were responsible for considering A-S as rated in the nursery school and early A-S based on the memories of the subjects and their parents as separate variables. The findings on "persistence" of M-P ascendance-submission as reflected by the adult scores on the A factor of GAMIN and F scale follow:

	r	d*
M-P Ascendance-Submission (Early Ratings)—Adult ascendance (GAMIN)	+0.14	0.02
M-P Ascendance—Submission—F Scale Score	+0.12	0.02

* Coefficient of determination.

Neither correlation was significant. Thus, the measures showed no consistent tendency for ascendance-submission in the subjects when of preschool age to persist into adulthood.

The following tabulation presents the evidence for persistence of childhood A-S on the basis of memory rating by the subjects and their parents.

	r	d*
Self Remembered Rating of A-S—Adult Ascendance (GAMIN)	+0.45	0.20
Self Remembered Rating of A-S—F Scale Score	−0.07	0.00
Parents' Rating of Remembered A-S—Adult Ascendance (GAMIN)	+0.46	0.21
Parents' Rating of Remembered A-S—F Scale Score	−0.09	0.01

* Coefficient of determination.

Two correlation coefficients were significant: The subjects' ratings of their early childhood A-S behavior and of themselves as adults by

the A factor gave a correlation of +.45. The parents' ratings based on memory showed approximately the same relationship with the subjects' A factor scores ($r = +.46$). A significant correlation ($r = +.57$) for the sets of ratings based on memory was given earlier in this paper. At least two interpretations of these results are possible.

First, it seems reasonable to assume that the parents were familiar with the behavior traits of their adult offspring and that through family interaction the parents and the subjects would have developed common conceptions of some personal traits of the latter. Thus, all would be likely to arrive at similar judgments with respect to the subject's A-S tendencies. Further, these common conceptions of the subject as an adult might have influenced considerably their memories of him as a nursery school child. Hence, the correlations for the group between the two memory ratings, and between each set of memory ratings and the adult A scores. If this were known to be true, these correlations could not be accepted as valid evidence of persistence, since the ratings on which they were based would not be valid measures of childhood A-S.

Second, perhaps many of the memory ratings were quite accurate assessments of childhood A-S based upon observations in environmental situations quite different from those of the nursery school. If this is true the correlation could be interpreted as evidence of persistence of childhood ascendance-submission into adulthood.

In general, evidence was not found of childhood A-S persisting in any consistent way in the adult lives of 56 subjects. However, if the self-ratings and parents' ratings of childhood A-S from memory were valid assessments, the results provided reliable evidence of a group tendency for the trait to persist into adulthood. The coefficients of determination indicated that the tendency in the adult to be ascendant or submissive is determined by childhood A-S to the extent of approximately 20 per cent. On the basis of the memory ratings, there was no evidence of a statistical relationship between the personality trait of authoritarianism and childhood tendencies to be ascendant.

Analysis of group data such as those presented furnishes evidence of any consistent tendencies in the group as a whole to maintain traits of personality from childhood to the adult level, or to change in any direction. The absence of a group trend, however, might result from strong tendencies in some individuals to be ascendant or submissive throughout life, and in other individuals to undergo marked changes in interactive behavior owing to family experiences and other environmental factors. Reports in preparation will present analyses of individual case records demonstrating some of the possible determining factors.

Summary

This report is the first of a series presenting the results of studies of the persistence of, or changes in personality characteristics, from childhood to adulthood. The paper presents for a group of subjects a correlational analysis of data bearing upon the tendency to dominate or to be submissive in face-to-face relationships with peers.

The 56 subjects were 20 to 26 years old and all formerly had been Merrill-Palmer nursery school enrollees. The individuals selected were among those whose record files contained a number of ratings by different nursery school teachers, using the Merrill-Palmer ascendance-submission rating schedule.

The data for the childhood of each subject consisted of (1) a composite score of A-S based on all rating sheets in the file, (2) a self-rating based on memory of his behavior as a preschool child by use of an adaptation of the M-P rating schedule, and (3) a similar rating by the subject's parent based on memory. The data for each subject as an adult consisted of (1) the A (ascendance) score of the Guilford-Martin Gamin inventory, and (2) a score on the Adorno F scale designed to measure authoritarianism.

The measures used provided no evidence of a general group trend for M-P nursery school ascendance-submission to persist into adulthood.

Childhood ascendance-submission as remembered and rated by the adult subjects and their parents did show "persistence." These ratings correlated to the extent of +.45 and +.46 respectively with the A scores. This may be interpreted to mean that adult ascendance as measured was determined by childhood A-S as remembered and rated, to the extent of approximately 20 per cent. Two alternative interpretations of this relationship were suggested.

No relationship was found between any of the measures of childhood A-S and authoritarianism as measured by the Adorno F scales.

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EDUCATIONAL APPROACHES TO AGING

WILMA DONAHUE *

Dr. Frank † outlined with consummate skill and understanding the problems of aging and of the aged in the United States today. He showed that we are launched upon social practices which are at variance with human needs for a continuity of life pattern and that we are reaping the effects of a growing proportion of frustrated older people. He left little doubt that we are faced with the delicate task of weaving into the tapestry of life a thread of broad social responsibility so sturdy and strong that it will endure to the very end of life itself. More, he showed how the skills of many kinds of craftsmen will be needed if this task is to be accomplished without distortion and mutilation of the personalities we seek to preserve.

Thus far, what specific roles has *education* played in the attack upon the problems of aging. For the most part, educational approaches to aging have been confined to programs of training for employment, and for the constructive use of leisure time. Some attention also has been given to training professional workers and lay leaders for service to the aging.

EMPLOYMENT

Several aspects of the question of employment for older people are susceptible to educational attack. Important among these is prejudice against employing workers at or beyond middle age. Charlotte Gilman's two lines

> I ran against a prejudice
> which quite cut off the view

must be an apt description of what many a job applicant feels when, despite skill, experience, stability, health, interest in work, and ten or twenty years of working life before him, he is turned away from the employment office for reasons of age.

A notable effort to overcome the reluctance of employers to hire older workers has been made by the New York House and School of Industry. Convinced that discussion had reached the point of dimin-

* Presented March 29, 1954 at a "Conference on Aging" sponsored by the Joint Committee on Inter-Institutional Cooperating Projects, representing the Detroit Public Library, The Merrill-Palmer School, The University of Michigan and Wayne University, Detroit. Dr. Donahue is Chairman of the Division of Gerontology, Institute for Human Adjustment, The University of Michigan.

† Author of the paper which preceded in the Conference and was published in the Fall, 1954 issue of the QUARTERLY.

ishing returns, the director of that institution established courses for former stenographers and typists who needed only to have their skills "brushed-up" and their morale boosted to return to the labor market. In less than a year nearly 100 women were retained and are now in good jobs. Their collective annual income is more than one-quarter million dollars and their employers are requesting more employees of their type.

The Woman's Service Exchange was organized in Madison, Wisconsin, under the leadership of Mrs. Phillip La Follette and is staffed by a group of volunteer women who assist in finding part-time jobs and in finding women (especially older women) who want jobs. The Madison Vocational School furnishes space for the project and offers refresher courses in office skills. During the first year 100 women were placed in jobs.

In Chicago, Senior Achievement, Inc.,* represents another type of program. To date, one unit has been established through the Central YMCA and another through the Retired Teachers Association. Senior Achievement attempts to find employment for its members, but recognizing that for many this would be difficult, it has organized a special division called Senior Achievement Industries. The Division explores opportunities for business ventures, recruits members who have the requisite experience and skills in various trades and business fields, organizes industry units or guilds and helps them raise necessary capital, supervises member guilds, and centralizes such functions as business management, financing, accounting and bookkeeping, joint purchasing, and marketing of all products and services. At present, two salable products are manufactured — birdhouses and aprons.

Another trend is the provision to retired business men of opportunities to make continued use of their productive capacities. In St. Louis, with the assistance of the Extension Service of Washington University, a group of men sixty years old formed Experience, Inc.,† to provide two types of service: 1) active assistance in the planning and carrying out of campaigns for civic improvement; 2) advice and counsel to younger and less experienced business men who need it. The Corporation makes no charges, but if a company wishes to pay it is permissible for the member to accept remuneration. The first organization of this type was incorporated in Wilmington, Delaware in 1949 as the Counseling and Advisory Service. A recently organized group, Senior Consultants of Nassau County, was formed under the aegis of Hofstra College.‡

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† Wm. Charles, 2174 Railway Exchange Building, St. Louis, Missouri.

‡ Dean Lawrence C. Barden, Hofstra College, Hempstead, N. Y.

A new development in adult *vocational* education of importance in the employment of older people is the planning of long-range programs, including counseling and training, to assist older adults to earn at least supplementary incomes after retirement from regular work. In one particularly forward looking program sponsored by the New York State Education Department, approved vocational hand-arts and craft classes offered in local schools are subsidized by state and federal aid. These classes are open to adult hobbyists and craftsmen who want to augment their incomes by selling more craft products. The Department also is stimulating the development of extensive educational services to supplement the classes, such as teacher training for the upgrading of instruction, regional craft fairs, short term craft institutions for intensive training, preparation of educational materials, circulation of a traveling craft exhibit, and the compilation of an index of practicing craftsmen in each state.

The oldest of the education sponsored arts and crafts training programs designed to help up-grade hand craft skills is that of the state of New Hampshire. During the depression, when many individuals needed to supplement their incomes to maintain a minimum living standard, a grass roots organization was developed to: (1) build up skills and knowledge of crafts to a point where the product of the craftsman was readily salable; and, (2) to provide a market outlet. In cooperation with the State Department of Vocational Education, highly skilled teachers were secured and, today, the League of New Hampshire Arts and Crafts has 3800 members. Estimates are that probably 90 percent are in the aging group and as many as 85 percent learned their skills after age fifty.

There is no reason why other programs such as the operation of small businesses, service occupations, trades, and so forth, should not be developed in similar ways through regular educational facilities. All that is needed are vision and effort.

Preparation for Constructive Use of Leisure Time

Programs like those in New York and New Hampshire have values not only for the opportunities they create for continued employment, but also for the preparation they provide for making constructive use of *leisure* time after retirement from regular jobs. I believe that no need is felt more keenly by the aging than that for continued usefulness. I have often asked older groups what they consider primary problems; almost without exception they have indicated that having something with which to keep occupied is second to health in importance. They do not agree with Michelon, who, in reporting his recent study of retired people living in trailer camps in Florida, ob-

served that retirement is a period in which to be "useless in the most satisfying and purposeful ways."

Often it is stated that if an individual is financially secure retirement will create no problems. There is ample evidence that this is not true. The need for usefulness is common to members of *all* socio-economic groups; all seek useful roles. Tuckman and Lorge, in studies of textile workers, found that the workers resisted retirement because they had not built up any satisfying interests apart from their work and therefore had difficulty in utilizing their time. Without a job, they felt useless, bored and unwanted. At the other end of the occupational scale, we find that executives report much the same experience and feelings. Harold Hall, in his book "Executive Retirement," reported that 90 percent of executives approaching retirement expressed the desire for constructive activity within or outside of their old companies. Yet, Hall found that most of these men had failed to lay plans for active and productive activities that would afford satisfaction after retirement. As a result they experienced a prolonged period of unadjustment following withdrawal from their regular positions. One executive described his experience as follows — "It is my belief that few [executives] fore-see what retirement will mean psychologically. Certainly I had no such fore-sight. On the last day of a given year, the retiring executive is a respected and honored member of an important business group. *One day later* he is — nobody. Unwanted, unneeded, with no established place in the business community, his world has shrunk to the dimensions of his insignificant and unplaced self. This sudden change, inadequately realized in advance, has been rightfully identified as 'retirement shock.' Only those who have experienced it can have any concept of the force of its impact."

Such a poignant statement reminds one of the furor created by Sir William Osler, when as an old man speaking at Johns Hopkins University, he deplored the period of uselessness most men must endure after age 60. For himself, he proclaimed a preference for the scheme such as that proposed by Anthony Trollope in his charming novel "The Fixed Age," in which men at 60 retire for a year of contemplation before a peaceful departure by chloroform. Much misreporting of this talk occurred; the press headlined "Osler recommends chloroform at 60," and "To Oslerize" became the byword of the day.

I do not think that we want to Oslerize our aging people, but that is essentially what we are doing except that we are doing it without benefit of chloroform. We are consigning many to the deadening role of useless membership of society, expecting them to accept with gratitude minor parts in the drama of life. It is little wonder, then, that as

their numbers multiply, we are faced with a growing army of restless, unhappy older people who are clamoring for changes in social practices which will again allow men to die with their boots on. This circumstance, in large part, is the result of poor or short sighted educational policies over the past half century. We were so busy preparing children for adolescence, preparing youth for young adulthood, preparing adults for parenthood and careers, that somehow we overlooked the fact that life was being extended far beyond the procreative period for a large number of people, and that preparation for living a full life in later maturity was becoming as necessary as preparation for any earlier phase of living.

Reading the flood of books which are coming from our presses, one might guess that preparation for later maturity consists of little more than finding a hobby that one can straddle and ride hard. It has been suggested that education for aging should have as one of its primary objectives the training of adults in avocational skills. Evidence on that point, however, is not clear-cut. Hall found that among his executives, no more than 10 percent were interested in pursuing hobbies after retirement. Similarly, the textile workers studied by Tuckman and Lorge did not engage in hobby activities. One executive explained his position by pointing out "that no lately developed hobbies or other recreational interests can possibly substitute for the happiness of achievement and of established standing in a successful business position. *Life goes on, but the zest is gone.*" And yet it has been found that the happiest old people are those who have the most interests and pursue a variety of activities. Perhaps the reason few hobbies were recorded can be attributed to a failure to develop avocational interests during youth, because it has been shown that most of the hobbies followed in the later years are interests which were developed before the age of 16. In this event, the problem would appear to be one of emphasizing avocational training for our youth and of providing retraining opportunities for adults at older age levels. From this point of view, education for aging cannot begin too early and must take place at all educational levels.

Fortunately, the need to provide training in the constructive use of leisure time is being conceived on a much broader base than avocational interests. Preparation for useful retirement roles is becoming a recognized part of the thinking and practice of adult educators working in a variety of institutions and situations. Older people, likewise, are becoming aware of the importance of continued learning. A recent article in the New York Times reported that the School of General Studies, Columbia University, is reaching 10,000 mature men and women ranging from 20 to 70 years of age. One of the leading

motivations for enrollment is for the cultivation of the mind as an unfailing resource in old age.

A 1954 survey of extension and evening programs in 99 urban universities showed that somewhat over one-third offer some type of program for older adults. Those offered most frequently are institutes and conferences, publications, lectures, leadership training, correspondence courses, college extension courses, radio programs, films, and consultant and research services. Practically every college and university reported that it is cooperating with other agencies in developing services and activities for the aging. Among the cooperating groups are churches, civic organizations, councils of social welfare, health associations, labor and industrial groups, service clubs, and a variety of state agencies.

The University of Chicago through its Committee on Human Development provided one of the first experimental counseling courses for aging people. This course has now been translated into a correspondence course which may be taken through the Home Study Department. The University of California and the University of Oklahoma likewise have correspondence courses; the University of Michigan has one in preparation.

Utica College has just announced "New Horizons for Senior Citizens" as the latest offering of the Utica College Community Service Program. Objectives of the program are to help older people exercise the right to continue intellectual and cultural growth, and to help mobilize a reservoir of latent abilities for service to the community. According to this plan, anyone at least 65 years old may register in as many courses per term as desired, all without cost. If the student is qualified, degree credit can be earned. Other services offered without charge include the faculty lecture series, the faculty concert series, full library privileges, and counseling and psychological testing in the college guidance center.

One of the most interesting of the pioneer efforts is the Cold Springs project for which Dr. Frank is a continuing consultant and lecturer. This program offers college graduates over sixty years of age the opportunity for a year of resident study for the purpose of preparing themselves for the future. The aim of the program is to bring out the special and unique capacities of each individual, to help revive old interests and skills, and to encourage exploration of new fields. Each student is helped, through individual counseling and group participation, to work out a balanced program of living for himself.

At the University of Michigan, we have been offering courses since 1949 to help older people learn methods for making adjustments to

the problems of later maturity. In our experience we have been impressed by the fact that older people, when given the opportunity, demonstrate remarkable capacity for working constructively toward the solution of their own problems. One program, carried out through University Extension in Grand Rapids, tested the ability of older people to arouse the community to take action in behalf of its older citizens. The students who enrolled carried out three projects with the following results: the Council of Social Agencies established a Friendly Visiting Service for older people; the private and public employment agencies gave special attention to the placement of older workers; the radio and television stations carried a series of programs extending over a three month period about older people and their activities; the library held weekly craft-demonstrations with live exhibits twice a week; the museum presented a Senior Skill Show which was attended by more than 8000 people in ten days and has since become a regular annual event.

Informal educational programs should not be overlooked, because it is probable that through them large numbers of older people can be reached who would not associate themselves with the formal educational units of the community. In Indiana, for example, Purdue University arranged for three one-day institutes at which Rotarians and non-Rotarians who are top executives in business and industry meet in industrial plants in three of the communities and hold all-day discussions. Objective of these discussions is to help the group learn how they can promote vocational service for older workers.

Beginning with the Live Long and Like It Club in Cleveland in 1946, libraries have gradually become interested in older people. A recent survey of 31 libraries selected as the most likely to have programs for older people showed 8 (including Detroit) to have separate educational programs for older adults. Another 9 reported that although they did not have separate programs they did cooperate in an organized manner with other agencies which concerned themselves with older people.

One of the most successful programs is conducted in the Flatbush Branch of the Brooklyn, N. Y., library. A special room has been set aside for older people and it is open to them at all times. The attendance at special meetings has grown remarkably, but the daily use of the special room has grown even more until now the library is searching for quarters to include a small auditorium, reading room, and kitchen service unit.

The libraries which have had the most extensive educational programs for older people are generally agreed that such programs have widened the interests of older people, increased interest in current

problems and world affairs, increased ability in self expression and in willingness to voice opinions, and developed interest in creative ability.

Golden Age Clubs, churches, social and professional women's groups and service clubs are other organizations that have established special programs to help older people achieve more satisfactory adjustments.

One further development in the field of preparation for aging which should be mentioned is that of the industrial programs offered to employees at a pre-retirement period. Although these programs are not yet numerous, those that have been in operation over a period of years appear to be yielding good results and there is a growing interest on the part of many more industries in programs of this kind. It has been observed that employees trained in such programs tend to retire before the normal compulsory age and find happy substitute activities.

Some of the industrial programs are offered through the channels of regular personnel departments and staff. There is, however, a trend to seek this service outside the plant itself, because the average employee is likely to feel that the company is trying to get rid of him if he is asked to participate in a preparation for retirement program. Private consultants and University personnel are frequently employed by concerns to provide counseling and instruction, either within or outside the plant. For example, St. Louis University offers a consultant service to local industries on pre-retirement programs; the Industrial Relations Center at the University of Chicago is just now launching its first counseling program for older employees in a Chicago plant; the College of the City of New York has a course to which business and industrial firms send their older employees to learn about the problems of retirement; the University of Michigan has also offered this type of service within plants, and will soon hold a one-day institute on Executive Retirement.

Professional Training

The most serious deficiency in educational programs for older adults is the lack of training opportunities for persons who wish to prepare for work with the aging. The present shortage of trained personnel will be accented as the number of older people increases and as the services for them are developed. It is important, therefore, that training be offered for personnel who will be engaged in vocational counseling, personnel work in industry and labor unions, community services, the ministry, adult education, recreation, medical and

psychiatric services, nursing and old age homes services, geriatric nursing, and occupational therapy.

When we examine the current educational offerings and compare them to this list of the kinds of personnel needed, the picture is indeed a sorry one. There are, however, encouraging signs of interest and beginning action. President Milton Eisenhower of Pennsylvania State College has appointed a committee to study the needs for training of personnel and for meeting the educational requirements of older adults. The New York Joint Legislative Committee on the Problems of the Aging, under the chairmanship of Senator Desmond, is inviting a group of 26 college presidents to meet with the committee this spring to discuss the needs for training programs. The University of Michigan has a faculty committee which is studying the need for specialized curricula for training workers in various aspects of gerontology. Yeshiva University is already offering special training at the master's level for those who want to train for the administration of old age homes.

Courses in gerontology, or some special phase of it, are already being offered by a number of colleges and universities, for example, New York University, University of North Carolina, University of Michigan, Syracuse University, University of Minnesota, etc. Special short courses are offered in a number of institutions. During June of last year, for example, the School of Public Health at the University of Michigan held a week long institute on the Problems of Aging, for which two hours of college credit was given. The University of Illinois has held an institute for nursing home operators each fall for the last five years. The University of Michigan offered a two-week credit course for public welfare workers.

For the most part, however, training is at the present time relegated to inclusion as a part of regular courses offered in schools of public health, social work, medicine, nursing, education, etc. Although there are some good arguments for this latter practice, I doubt that such casual treatment of geriatrics and gerontological problems will meet the increasing demands for knowledge and skills in these fields. We have considered other age and social groups to be of sufficient significance to develop special courses of study about them. It will soon be appreciated that the older adult merits the same type of attention.

So urgent is the need for trained leadership, however, that it would seem desirable to devise intensive training programs to take up the inevitable lag until regular educational programs can be initiated. One proposal is that educators, subject matter specialists, and practitioners be brought together for a period of several weeks and oppor-

tunity provided for the interchange of information and for the formulation of new working concepts in the several fields concerned. A similar plan might be carried out on a less ambitious scale in large urban communities such as Detroit where the necessary specialists and the facilities for work are present.

The Adult Education Association, USA, through its committee on Education for Aging is one organization that has taken leadership in promoting training of personnel. For example, it has in preparation a Handbook on Education for Later Maturity which is designed to serve as a manual for individuals interested in providing activities for older people. Among other things it will discuss the needed types of training for such work.

No discussion can be completed in this field without making a plea for research. Good training must rest on good research. Recently, I had occasion to review the research literature and was dismayed anew at how few of us working in the field of education for the aging are evaluating our programs and our thinking through carefully planned and executed research. This is one of the great needs; all agencies must join together in attempting to make comprehensive studies.

Summary

A few unmistakable trends are emerging.

1. The field is not static. There is a great deal of activity. Although most programs are, as yet, experimental in nature, we are none-the-less learning facts and developing hypotheses upon which better programs can be based in the future.

2. The task is not being left to any one agency or group. As should be the case, all groups concerned with adults are taking their share in the responsibility for providing educational and other types of opportunities for the aging. It is this joining together of business, industry, health agencies, education, welfare, and other interested groups which will ensure precision and comprehensiveness in our programming for older adults.

3. Present programs, centered as they are around employment problems and preparation for use of leisure time, are too narrow. The dawning awareness that we need programs which train for broader social living and citizenship should be nurtured carefully.

4. Counseling services are being offered in an increasing number of instances. An expansion of these to include health and personal living as well as the personal aspects of adjustment should be encouraged.

5. Training of personnel, formal and informal, in academic situations and in in-service programs is one of the imperative needs. The trend toward the cooperative efforts of educational institutions and service agencies to provide realistic training programs for professional personnel is an important aspect of present developments.

6. Cooperative research, involving the skills and knowledge of a large number of specialists is an especial need of the times. This should take precedence over a continuation of unevaluated procedures and programs. Insofar as possible, we should attempt to have research and action programs concurrent.

If we are successful in all these efforts, perhaps more people will, like Catherine Drinker Bowen, writing in Harpers Magazine, come to appreciate the "magnificence of age." Perhaps more people will know how to be old.

LIFE-LABORATORY EDUCATION FOR UNIVERSITY STUDENTS

W. Mason Mathews *

One of the most important and most needed changes for the revitalization of education is to provide students with more awareness of people as individuals. During the past several decades there have been drastic changes in all phases of education. Formerly, individuals were "educated" to see another person in the light of his family, his community and to some extent his total self and deal with him in this broad framework. Much of this approach has been lost as a result of specialization. The loss has been the conversion of rationale from that in which human beings were most important to that of specialization, in which the problem itself is paramount. Medicine, for instance, seems to have replaced the more humanistic concepts of human relations with those of disease classification and specialization in practice.

To be fully aware of a person as an individual is very difficult. The personality encompasses so many facets that to grasp them all in any ordered context requires the utmost skill of the human mind. Many of the disciplines studying man have spent time and effort in bringing into clear focus the difficulties of human beings in maintaining a satisfactory pattern of living. For this reason, understanding deviations has become relatively easy within many of the professions dealing with human beings. This over-emphasis of deviations has caused among many of our professional people a serious lack in understanding what is considered as "normal." This is especially true of the less tangible aspects of personality. A man's feelings, his attitudes, his motivations, the whole of the unconsicous needs of individuals — these are the areas least well understood, and most often misperceived. This is so because the individual trying to understand others must first understand himself. Before a person can understand the feelings, motivations, and attitudes of another person he must have a clear awareness of those within himself. This is particularly imperative if truly professional competence is to be achieved in any of the disciplines dealing with human personalities. Development

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of this skill involves extensive experience of the student under intensive supervision of highly qualified staff members. From this assumption it would seem that a basic alteration in future curricula would be emphasis on the emotions, the attitudes, and the feelings, and a clearer understanding of how these develop and function.

Another direction the basic alterations of curricula should take is toward provision of increased understanding of normal human growth and development throughout childhood and in adult life and of the human relations involved in good individual and group adjustment. The curricula of recent years provide too little content which gives students understanding of these aspects of the human beings with whom they must deal. The "normal" individual cannot be understood in terms of average values for any one, or many, of the characteristics of growth and development, no matter how large the "sample" from which the averages were obtained. Deviation from normal — physical, mental, or emotional — by an individual must be evaluated principally in relation to his own normal, not that of a group, for the average for a group represents a broad band of variation within the *range* of normal.

We have long maintained that an understanding of the normal processes of human beings is essential for students: to know how the body and its components grow, from earliest stages to maturity; how the individual's emotions are dealt with as he grows; how intelligence develops and a person acquires the capacity for more and more complete functioning; and how the social functioning of a personality comes into being and progresses. The problem, of course, is how to provide this knowledge. The content students get from books is not enough. They need actual contact with live material — real children and adults who behave in different ways, reacting to each other and to their environment. They must become keen observers of people, to see behavior as a language in itself which tells a story of the individual's adjustment. Too, they must learn to react to this behavior and to understand its impact on themselves, how it causes them to build up feelings and produces reaction of which they cannot be aware until the behavior confronts them and the effects are produced. They need to learn from demonstration of this effect that they tend to function with other people in terms of it. If a person has a strong emotional reaction of like or dislike, suspicion or trust, towards another person, much of his behavior with the other individual will reflect this basic response. Too often and too completely have professional people dealt with others on a basis of their feelings without the tempering influence of objective fact.

At earlier periods in education, many educators believed that we should deal with people on the basis of objective facts and logical reasoning. Later there was a strong trend to deal with those same people on the basis of emotional freedom, complete indulgence (which people often mislabel complete permissiveness), in an intermittent and erratically structured way. Here, I believe, has been education's most serious error because it is not a question of which one of these approaches, but rather a question of how to balance and synthesize these approaches into a third and more complete method of dealing with oneself and other people. Actually, then, it is the use of facts and logical reasoning, tempered by sensitive insight, that enables a person to most adequately realize his own potentialities, as well as to help develop the potentialities of others.

It seems extremely important that any periods of time in which students are permitted to have such experiences be carefully planned and every effort be made to make them as useful as possible. Further, it seems essential that the results be evaluated and made available to the people responsible for education curricula. They then may determine how much they wish to modify a program to provide students with a better and more complete understanding of human beings as well as with highly developed skills.

The several professions concerned with human relations and growth and development have talked for years of working together as a team but the way still is long before the teamwork is ideal, or even satisfactory. It seems important to expose students of all disciplines involved with human growth and relations to common experiences involving a fair sample of well children at various age levels, showing ordinary behavior. If this could be worked out more satisfactorily, the student becoming a professional person would have a sounder basis against which to judge deviation of one kind or another within his professional responsibilities. A weakness, it seems, is that we recognize wide deviation resulting in serious maladjustment, but having recognized it we do not know how far a given individual is from what we should expect if he were a normal, well-adjusted person; therefore, we have little possibility of knowing how much is required to get him to approximate normal adjustment. If we can give a clear picture of normal behavior to individuals who later will deal with deviants, it will help them appraise how far such a person's deviation is from normal and assist them in their efforts to help him approach normalcy.

Many diverse student groups have shared in the experiences provided at Merrill-Palmer. In addition to the general group of graduate and undergraduate students, special groups come to the School for

varying periods of time. Among these have been physicians, nurses, dietitians, elementary and secondary school teachers and many lay groups with special interests and objectives. Through the experiences with all of these groups many interesting and important teaching methods have been employed and then have come under close scrutiny for evaluation.

Working with students undergoing training in several disciplines — medicine, psychology, law, home economics, and others — has uncovered interesting possibilities. The old truth has been rediscovered, namely, that all human beings have a great need for structure and limits as well as an equally great need for freedom to operate within this structure and between these limits. The extent of the structure and the quality and kind of limits vary constantly, both with the age, the development, place of the individual, and the situational demands made upon him. Without an understanding of the importance of this principle and how to implement it through practical application, there is little chance of success in the human growth and human relations field. To bring this principle into reality for a given student requires special teaching methods. Generally these methods are found most easily in close person to person, or small group, discussions in the direction between the student and the highly skilled staff leader. Further, this principle and these methods will be futile unless they are enhanced by certain kinds of real, live experience with children and adults can be provided.

The Merrill-Palmer School is concerned with research and teaching of various aspects of human growth and development and human relations with especial emphasis on family life. The various opportunities at Merrill-Palmer have been evolving during over thirty years, guided by a continual search for ways of giving students the kinds of experiences with children and families which will produce understanding and insight. While the School has been able to provide the facilities of high quality and scope, equivalent opportunities in many other communities are awaiting exploitation by other teaching institutions.

Students observe babies and their mothers who come bi-monthly during the first two years of life for physical and developmental tests that become part of those children's and their families' cumulative longitudinal records.

While mothers look on and observe and discuss what is happening, the youngest pre-school children engage in a variety of play and creative activities under the direction of skilled workers and assistants. The child able to walk is no longer a passive "doll" easily managed by mother. He is actively mobile, eager to explore the world and asserts

his independence by getting into everything and resisting adult authority. This is the so-called negative stage, when parent-child conflicts often begin over obedience, discipline and emotional explosions which are wholesome expressions of the child's increasing maturity and his rapid development as a personality but which are not understood as such by parents and other adults. Many of the persistent attitudes, feelings and patterns of relationship that will appear again and again in the adolescent and the adult are being established in this early period of life.

Students observe children of nursery school age as they live and watch how trained teachers and student assistants guide and supervise the children's activities, resolve conflicts and generally manage to keep each one as happy and busy as he or she individually can be in a setting especially designed and equipped for preschool children. Here they see children beginning to develop independence and social relationships. They are learning to share, take turns, engage in dramatic play, draw and to make use of clay, rhythm and music, and all the ways in which children can discover themselves and relate themselves to their world and their fellow beings.

A child at this age exhibits a whole range of behavior patterns which, with more or less disguise or elaboration, are shown by many adults — the active, often aggressive, the shy, timid, withdrawn, the highly verbal and the more or less quiet reticent, the self-confident and the anxious, the submissive, the outgoing and friendly, the self-contained, the aloof and seemingly indifferent — and nearly all the other categories we use in describing human activities and relations. The child truly is the father of the man.

To observe the continuity of normal growth and maintain contacts with the children who have been studied in earlier years Merrill-Palmer operates club groups for boys and girls from five to fifteen years of age. Each club numbers some eight members who meet with a student leader under the supervision of a trained group leader. As the club members go about their own activities in meetings, outings and camping, observations of them are recorded for each child. In this setting students observe at least one club group which offers an approach to the way of living of the school age child and young adolescent.

Here are the living children engaged in the multifarious activities of school age, striving to cope with the demands of school, peer groups, and associated requirements, learning to act and relate themselves to others as they establish personality patterns.

We have found that a great deal can be given by allowing the students to observe active, healthy children interact with each other,

with their parents and with other adults. Pointing out aspects of behavior from behind a one-way mirror does much to sharpen the understanding and orientation of the observers. While it is not enough, at least it is an approach which makes clear the problems with which they will be faced. Another possibility is for them to be close to young children in the playground or in groups where they observe and the children come into contact with them. In spite of difficulties at times, the procedure has the advantage of producing a series of feeling tones about children which then can be brought out in discussion so that the student can realize his own potential for such reactions.

Many variations in experiences might be used to provide the background for greater understanding but no procedure can be effective unless the students and the staff have time to discuss the experiences and make them "alive." It is not as important that the student have every fact about child development as it is that he understand some of the facts clearly and see their implications. During the several years of this cooperative educational program the curricula of the other schools have become somewhat more pointed towards the inclusion of more discussions about personality and its development, around child development, human relations and various interpersonal relations. During these years, too, the student groups have become more receptive to the experience given to them at Merrill-Palmer. It would seem that if students were properly exposed to enough of this kind of experience, within the framework of their professional training, they would learn a great deal more than they now are getting from the brief experiences provided by the present program.

SEX KNOWLEDGE FOR THE MARRIAGE COUNSELOR

BEN N. ARD, JR.*

Sex is recognized as an important factor in marital adjustment, though some authorities would debate just how important. Levy and Munroe [61] said: "The fact that some form of maladjustment in the sexual field occurs in almost every case of disturbed marital relationship is very striking." This being so, whether symptomatic or causative, the marriage counselor must be well-informed about sex to be effective in dealing with the problems that confront him in his efforts to assist couples.

The science of sexology, despite its relative youth, already has grown to such size that a busy marriage counselor would have considerable difficulty in keeping current concerning its many facets. However, there is a minimum background of knowledge with which any marriage counselor should be familiar.

The marriage counseler needs to know something about sexual development in infancy, the effects of parental attitudes toward sex, sex education, early sexual experiences, adolescent sexual development and adjustment, and the many involvements of sex in marriage; especially as these factors affect marital adjustment. The following sections introduce selected book and periodical references which provide pertinent knowledge in these areas.

Among the general references most helpful to the marriage counselor is the *Marriage Manual*,[79] a practical guide to sex and marriage in question and answer form. The topographical *Atlas of Human Sex Anatomy* [20] presents 175 figures in addition to tables, charts and discussion on various sexual matters. *Sex Questions and Answers* [8] contains simple, direct answers to the questions most frequently asked. In addition to the *Medical Sex Dictionary* [74] an English translation is available of the French *Encyclopedia of Sexual Knowledge*.[46] The *Encyclopedia of Sex Education* [6] presents the biological, physiological, social, legal and medical aspects of sexual development. The seven volumes of *Studies in the Psychology of Sex* [28] represent the lifetime work of the man who could be called the father of sexology. For the busy counselor two volumes by the same author, *Sex and Marriage* [30] and *Psychology of Sex*,[29] are good introductions.

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If birth control information is included in his service, the marriage counselor will find *Techniques of Conception Control* [19] to be a practical manual with 50 exceptionally clear illustrations. *Practical Birth Control Methods* [51] is a thoroughly documented and complete discussion of all methods, with illustrations.

The counselor interested in laws pertaining to sex and their relationship to marriage may consult *Sex and the Law* [72] and *Sex Offenses.*[43]

The results of guided interviews with 5300 males [54] and with 5940 *white females* [55] from various socio-economic, educational, and geographical backgrounds provide a wealth of information for the marriage counselor. For our society's sexual practices in cross-cultural perspective, the counselor may profitably turn to *Patterns of Sexual Behavior,*[36] *From the South Seas,*[68] and *Male and Female.*[69]

For general background information, marriage counselors will find much that is helpful in understanding the many ramifications of sex and sexual attitudes in our culture in *The Sexual Problem in Modern Society,*[64] containing twenty-seven chapters by such authors as Bertrand and Dora Russell, Ben Lindsey, Havelock Ellis and Margaret Sanger; *Sexual Behavior in Society,*[15] a bold, serious, well documented analysis of the effects of sex education and sexual morality on contemporary behavior; *Sex in Civilization,*[11] an anthology by thirty specialists; *Sex in Social Life,*[71] by fifteen contributors; *Sex and the Social Order,*[77] a resume of facts with an extensive bibliography; *Marriage, Morals and Sex in America,*[21] a history of ideas from colonial times; and *The American Sexual Tragedy,*[25] a courageously honest and detailed analysis of our sexual mores and their consequences.

Before discussing the various aspects of sex and their effects on marital adjustment, the marriage counselor should have carefully thought through the ethics * of sexual acts. *Ethics in Sex Conduct* [60] discusses frankly various courses of action giving reasons pro and con. *Marriage and Morals* [76] is a penetrating analysis of ethics in the sexual area and *The Ethics of Sexual Acts* [44] and *Sexual Freedom* [45] as liberal discussions. *The Sex Life of the Unmarried Adult,*[85] an inquiry into and interpretation of sex practices, is by eleven specialists, among them, Mead, Groves, Burgess, and Dickenson. *The Sexual Revolution* [73] is a critical analysis of our cultural views on sex and *Sexual Truths* [75] consists of twenty-seven chapters by authors such as Wittels, Lowenfeld, Hirshfeld, and Montegazza. A publication of the American Social Hygiene Association, *Sexual Behavior: How Shall*

* Sexual ethics is here conceived as scientifically grounded value judgments concerned with good (i.e., psychologically healthy) sex relations (intra-and interpersonal relations), rather than conventional sex mores grounded in religious concepts.

We Define and Motivate What Is Acceptable? [49] presents contrasting views.

The marriage counselor may wish to become more familiar with Freud's concepts regarding infantile sexuality and particularly his "psycho-sexual stages": "Three Contributions to the Theory of Sex;" [38] and various articles throughout his *Collected Papers.*[37] A brief review of much of Freud's position is in *The Psychodynamics of Abnormal Behavior* [9] (pp. 152-250), with a very clear presentation in tabular form (pp. 204-6). Those who would like to pursue psychoanalytic thinking further may study *Sex in Psychoanalysis.*[34] A different interpretation of the Oedipus Complex is given in "The Oedipus Complex and the Oedipus Myth." [41]

The parents' attitudes toward sex seem to be an important factor in the subsequent marital adjustment of their children. "Physical Disabilities in Wives" [11] (pp. 562-579) and "Wisdom for Parents" [11] (pp. 180-199) provide pertinent points here.

Naturally parents' attitudes toward sex affect the sex education of their children. Discussion relevant to this aspect is presented in "Sex Enlightenment for Civilized Youth" [11] and in "Sex in Education." [11] *Sex Education as Human Relations* [56] is an extensive treatment.

Early sexual experiences have considerable effect on subsequent marital adjustment. Good material in this area may be found in the Kinsey volumes.[54, 55]

Sexual deviation is a large field. *Sexual Deviation Research* [7] is a preliminary report on the study being done at the Langley Porter Clinic, San Francisco. *Sexual Anomalies* [52] presents the origins, nature and treatment of sexual disorders and *Sexual Deviations* [63] is a psychoanalytic discussion of the field. *Sex Variants* [48] is an intensive study of 40 male and 40 female homosexuals. *Introduction to the Problem of the Sexual Deviate* [3] is an excellent, brief presentation of the basic problem in easily understood terms. An interesting pamphlet, *Sexual Freedom for the Young,*[50] discusses the problems of children and the sexual deviate, and the relation of sex education to sexual crimes. *Parents, Children and the Sex Molester* [57] contains practical suggestions for parents. *Sex Offenses* [43] discusses the whole problem, including causes and prevention.

The adjustment which adolescents make to sex seems frequently to set patterns which affect subsequent marital adjustment. In addition to discussions in several of the publications previously referred to, *The Adolescent* [33] contains chapters on sexual adjustment and on homosexuality. Willoughbly published a monograph on *Sexuality in the Second Decade.*[86] Masturbation, sometimes said to affect subsequent marital adjustment, was covered competently by Dearborn [17] in a well-documented historical treatment of views on the subject.

Premarital sex relations apparently are increasing, according to trends found by Kinsey, et al.[54, 55] and by Terman [81] from a group-administered questionnaire study of 2484 subjects representing nearly 1250 pairs of spouses. The marriage counselor should be prepared to deal with the problems that may arise in connection with premarital intercourse as well as attitudes toward such behavior and may have to deal with strong feelings in himself as well as in his client. On two occasions this problem has been discussed in the American Association of Marriage Counselor's Section in *Marriage and Family Living*.[2, 78] Murdock has presented some challenging views of this problem in *Psychosexual Development in Health and Disease*.[53] The concept of sublimation as related to this area was treated thoroughly in "A Critique of Sublimation in Males: A Study of Forty Superior Single Men," [80] as well as by Kinsey, et al.[54] and Wile.[85]

The ideas current in our culture about beauty, the figure, and the role of the breasts have their effects on marital adjustment. Ellis [25] devoted the first chapter of his book to this topic. Vigman contributed "The Cult of the Bust and Its Callipygian Counterpoint" [83] and Ellis, et al.[27] published a preliminary report on a study of sexual preferences. Murdock [70] devoted a chapter of *Social Structure*, a study of sex and marriage in some 250 societies, to the "Social Law of Sexual Choice."

Concern over the size of the penis is fairly common in males and the relative proportions of the genitals frequently concerns females. Helpful references are Dickinson's Atlas [20] and other texts.[8, 35, 79, 82]

As an introduction to research on sex as a factor in marital adjustment the marriage counselor would profit from *Factors in the Sex Life of Twenty-two Hundred Women*,[16] a mail-questionnaire study; *Research in Marriage* [47] an interview study of 100 married females and 100 married males; *Psychological Factors in Marital Happiness*,[81] a study of 2484 subjects; *A Thousand Marriages*,[18] reporting on the sex adjustment of 1,000 patients; *Personality and Sexuality of the Physically Handicapped Woman*,[59] a study of 100 handicapped females.

Psychosomatic manifestations, particularly of the urogenital system, are a factor commonly encountered in marriage counseling. Among these are: in females—frigidity, psychic sterility, vaginal irritations, vaginismus, urinary difficulties and the multiple factored illnesses centering around Fallopian tubes, ovaries, and womb; in males—various pains in the vicinity of the genitals or prostate, anxiety centering around various secretions which may or may not be of bacterial origin, erection difficulties, sterility, premature ejaculation and concern about potency.[2, 22, 23, 84]

Problems centering around sexual intercourse affect marital adjustment. One of these is technique, which often arises in terms of good or bad, normal or abnormal, particularly if oral-genital contacts are involved. In *The Sexually Adequate Male* [14] and *The Sexually Adequate Female* [13] a psychoanalyst discusses sexual inadequacies in men and women and measure to counteract them. The subject also is treated in publications already referred to.[8, 25, 79] The interest of the partners with respect to frequency of intercourse is encountered in many marital adjustment problems. Information on this point is available in references cited earlier.[8, 54, 55, 79, 81, 82] Changing desire for sex activity causes concern in many people and, in addition to those of Kinsey, et al.,[54, 55] interesting discussions are presented in "Are Women Monogamous?" [12] and *Woman and Love*.[4] Sexual incompatibility in marital adjustment has been stressed and more recently, de-emphasized in the literature. Some of the work cited earlier [11, 72] presented considerable data on the subject and a recent article was titled "Marriage Counseling with Couples Indicating Sexual Incompatibility." [24]

Increasingly marriage counselors are getting complaints of failure to reach orgasm by the female. One causative factor may be that marriage manuals have made much of simultaneous orgasm. Recently a controversy arose which may be termed the clitoral versus the vaginal orgasm debate. Kinsey, et al.[54, 55] said much about this but in *Neurotic Counterfeit-Sex* [5] Bergler disagreed with Kinsey and emphasized the importance of vaginal orgasm. A recent article, "Some Considerations Concerning Orgasm in the Female," [65] attempts a synthesis of these views. Other pertinent information may be found in publications previously referred to.[11, 13, 20, 25, 35, 36, 79]

For marriage counselors serious thinking about the relationship of sex to love and character will be stimulated by reading "Sex and Character," [39, 40] "Sex and Human Love," [31] and "Sexual Love—Man Toward Women." [32] Maslow made real contributions in "Self-actualizing People: A Study of Psychological Health" [66] and "Love in Healthy People." [67] The latter selections will help the marriage counselor see some of the many facets of sex, along with its many effects (particularly in the realm of sexual attitudes) on other aspects of personality and marital adjustment.

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M-P PLANS AND PROJECTS

The Joint Committee on Inter-institutional Projects,* is giving an eight-week course, *Activities Programming for Older People*, at the Rackham Educational Memorial, Detroit, during February and March.

The primary objectives of the series focused on leadership training of professional and volunteer workers are: the development of programs of activities for older people living in old-age homes, nursing and convalescent homes, hospitals, retirement villages, and for isolated older persons living in their own homes; and the presentation of content and methods for developing such programs in senior citizens' clubs, activity centers, settlement houses, churches, libraries, labor unions, adult schools, the Young Men's Christian Association and the Young Women's Christian Association.

The staff will include Woodrow W. Hunter, University of Michigan Division of Gerontology, Institute for Human Adjustment, who will also serve as Coordinator; Professor Barbara Jewett of Wayne University, who is also Director of Occupational Therapy at Detroit Memorial Hospital; Dr. Donald S. Pomeroy, clinical psychologist, of the Merrill-Palmer staff; and Miss Ruth Rutzen, Director of Home Reading Services, Detroit Public Library. Other resource personnel, now conducting programs for the aging, will provide a continuing basis for obtaining advice and assistance and exchanging information.

Ministers Training at Merrill-Palmer

Ten clergymen are spending one-half day each week during the academic year in The Counseling Service with the intent of improving their face-to-face realization of people. One-half of the time is spent exploring crisis situations with which the pastor must deal—birth, marriage, parent-child conflicts, delinquency, alcoholism, drug addiction, bereavement, death—seeking to apply principles of human development and clinical counseling. Emphasis is upon stimulating wholesome development, short term counseling, effecting referrals and re-education following psychiatric treatment. The remainder of the time is devoted to supervised study of cases typical of those with which

* The Joint Committee, representing the Detroit Public Library, The Merrill-Palmer School, the University of Michigan and Wayne University, last year sponsored a "Conference on Aging." A paper given at that conference by Dr. Wilma Donahue appears in this issue of the Quarterly.

they deal; supervised study and consultation with the staff from various disciplines.

Cooperative Workshop

The University of Michigan, Michigan State College, The Merrill-Palmer School, and the Greenfield Village Schools will co-sponsor a *Cooperative Workshop in Current Child Development Projects* August 1-12, 1955, in the Educational Building at Greenfield Village, Dearborn. Intended for advanced graduate students interested in problems of research in child development, the Workshop will focus around factors relevant to the child's readiness for school work, such as problems in the physical, mental, emotional, and social areas of development, and school skills and demands of the entering child.

Enrollment will be limited to about twenty students, selected by the University of Michigan, Michigan State College and The Merrill-Palmer School. Wayne University, unable to participate because of conflicting commitments, will endeavor to send a representative to the Workshop occasionally, to continue contact with the program.

Dr. Anton Brenner of Merrill-Palmer and Dr. Gerald Kowitz of the Greenfield Village Schools, are co-chairmen of the committee planning the Workshop. One-half of the Workshop sessions will be devoted to lecture-seminar discussions; one-half to actual work with research materials. The final sessions will be concerned with practical applications, general results, and conclusions.

Fellowships and Scholarships—1955-1956

The Merrill-Palmer School multidisciplinary approach to general study and planned experiences in the area of human development, behavior, and relations, and to specific professional training in personal, family, and marriage counseling, provides valuable experience for graduate students from such fields as education, sociology, psychology, social work, physical and mental health, research in human behavior and development, and preparation for community leadership.

Fellowships of $1,000 each, with exemption from tuition fee, are open to both American and foreign graduate students who wish to devote full time to an academic program. They are awarded on the basis of ability and interest.

Special fellowships, with varying stipends, are open to foreign graduate students only.

Two fellowships in family life studies, open only to married men graduate students, carry a stipend of $2,500 each, with tuition fee waived.

Scholarships, covering tuition, fully or in part, are awarded to graduate or undergraduate students on the basis of need.

Holders of fellowships do not render service to The Merrill-Palmer School and the stipends are exempt from income tax. The cost of a year's study at The Merrill-Palmer School is moderate and can be met within the fellowship allotment. Applications will be acted on beginning March 1. For further information address *The Registrar.*

Educational TV

An epoch in the program of The Merrill-Palmer School will occur this year with the inauguration of broadcasting by the Detroit Educational Television Foundation on WTVS, Channel 56. The Foundation is composed of 18 educational and cultural groups, including Merrill-Palmer. The plan under which WTVS has been developed is unique in that it will be the first station to be built and operated by and for educational groups with funds raised by public subscription.

Participation of Merrill-Palmer School in programming over WTVS will be limited and initially will be devoted to exploration of the uses of educational television in furthering the objectives of the School.

Conference for Representatives from Cooperating Schools

Representatives from some of the colleges and universities which cooperate with Merrill-Palmer School by sending students here for periods of study met at the School February 14-16. The representatives visited the various programs in the areas of school services, teaching and research and discussed all aspects of cooperative relationships. Attending were

Miss Lucille Alexander, Ass't Professor, School of Home Economics, Ohio State University
Mrs. Mary B. Anawalt, Assoc. Professor of Home Economics, Ohio Wesleyan University
Dr. Irving Anderson, Professor of Education, University of Michigan
Miss Della Avery, Assoc. Professor of Child Development & Family Relationships, Pennsylvania State College
Dr. Eleanor O. Barnes, Head, Department of Home Economics, University of Arkansas
Dr. Myra Bishop, Head, Department of Home Management, University of Tennessee
Dean Charles Brink, School of Social Work, Wayne University
Dr. F. Caroline Budewig, Dean, School of Home Economics, North Dakota Agricultural College
Miss Lillian Comar, Dean of Women, Hillsdale College
Mrs. Patricia M. Dell, Acting Head, Nursery School, Antioch College
Miss Ethel Gangwer, Instructor, School of Home Economics, Ohio University
Dr. Irma Gross, Head, Department of Home Management & Child Development, Michigan State College

Dr. Harlan C. Koch, Ass't Dean, School of Graduate Studies, University of Michigan
Dr. Ruth D. Morley, Assoc. Professor of Home Economics, Alabama Polytechnic Institute
Mr. Earl H. Munn, Assoc. Professor, Department of Education, Hillsdale College
Dr. Edward W. Pohlman, Dean of the College, Western College for Women
Dr. Alma Roudebush, Professor of Home Economics, State University of New York
Mrs. Frances Sanderson, Chairman, Department of Home Economics, Wayne University
Miss Esther Stocks, Sec'y, New York State College of Home Economics, Cornell University
Dr. August L. Strand, President, Oregon State College
Dr. V. L. Wharton, Dean of the College, Texas State College for Women
Dr. Oliver S. Willham, President, Oklahoma Agricultural & Mechanical College

PROFESSIONAL POSTSCRIPTS

DOROTHY L. TYLER

HILL HOUSE

Hill House, in the tiny village of Inworth about ten miles from Colchester, England, is directed by Joan Millington, former student and staff member of The Merrill-Palmer School. It is a country house dating from the seventeenth century, in a parish dating from the tenth. Hill House is a project of the Save the Children Fund, founded in England in 1919. Now, Queen Elizabeth is the Patron of the Fund and the popular Lady Mountbatten is its president.

When I visited Hill House last fall about 15 Austrian children seven to eleven years old were there. The children who go to Hill House are carefully chosen from multitudes of needy children by Save the Children Fund representatives as those giving promise of benefiting most from the experience.

Every measure is employed to build up the children physically during their stay, through good food, rest, and play in a quiet country place. A chart is kept of their progress and it seems certain that the air of happiness and security created by Joan Millington and her sister Frances is equally important in the good results achieved.

Through a number of coincidences Hill House has many Merrill-Palmer associations. Chiefly, these stem from the wardenship of Joan Millington, whose Merrill-Palmer training and experience contributed to her qualifications for her position. She was recommended by Winifred Harley, a former Merrill-Palmer staff member who for several years has been supervisor of the Save the Children Fund's nursery schools. Through their many friends in this country, as well as through cooperation of the American Save the Children Federation with the English organization, Hill House is well known to many Americans. Perhaps most coincidental of all in relation to Merrill-Palmer is that Mary Gutteridge, retired member of our staff now living in Australia, knew Hill House when she was a young student spending a vacation there, when it was the country home of Esther Lawrence, Principal of the Froebel Educational Institute, and donor of the house.

FAMILY LIFE IN ASIA

A letter from Clara Howard, who attended Merrill-Palmer as a graduate student in 1945-46 was written on a flight from Okinawa to

Tokyo. Miss Howard told of attending the East Asia Christian Family Life Seminar-Conference (Manila, November, 1954) as leader of a delegation of seven from Korea. Delegations came from India, Burma, Thailand, Malaya, Hong Kong, Korea, Japan, Formosa, Okinawa, and the Philippines. Miss Howard wrote: "Living in a family is a universal experience, whether we think in terms of age or of geography, and the growing interest in Christian family life as it concerns the individual, the family group, the church, the community, and the world makes one feel that a new potential . . . is being realized. . . . The great emphasis put on the influence of the home on the development of character and personality of the individual and on the place the family holds in relation to the church, society, the nation, and the world led us to feel that one of our greatest opportunities as Christian workers today lies in helping to make family life truly Christian."

Germany Bound

From Sigrid von Unruh, at M-P until Christmas, 1954, and en route home after five months in the U.S. sponsored by the National Social Welfare Assembly: I have enjoyed my time so very much. At Merrill-Palmer School I learned how to live nondirectively and how to be a food manager in this way. At Pasadena I learned how to live with a skunk in the same room and not to be afraid of his jumping into my bed in the morning. The owner of the skunk told me that he doesn't smell because he is operated on, but I had the feeling that he smelled quite a lot! In Tucson I learned how to watch television every evening. In the Grand Canyon how to feed deer with cigarets. In San Francisco, how to travel up and down with a cute cable car and how to eat funny food at Fisherman's Wharf. In the Pullman car going back over the Sierra Nevada I learned how bad it is for a mother with an only son, when this son marries an Italian girl who has not the same opinions as her mother-in-law. In Nashville I learned that Negroes and Whites are quite different people, and that it is difficult to understand this with your head, because it has something to do with emotional feelings. Now in New York I learn how to be lazy and do nothing but talk in German. I was not in a single museum. But I forgot that I learned at Tucson also how to ride a horse in western saddle. At the Grand Canyon I learned also that you can't ride down on a monkey, but on a donkey! Do you think the State Department has wasted its money or not? Doesn't matter: I am very happy with all this new knowledge.